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Measuring Textbooks

A MEASURE FOR
PRIMARY METHOD READERS

A MEASURE FOR
BASAL LITERARY READERS

A MEASURE FOR
LANGUAGE BOOKS

A MEASURE FOR
SPELLING BOOKS

By
FRANK E. SPAULDING

NEWSON & COMPANY
NEW YORK AND CHICAGO

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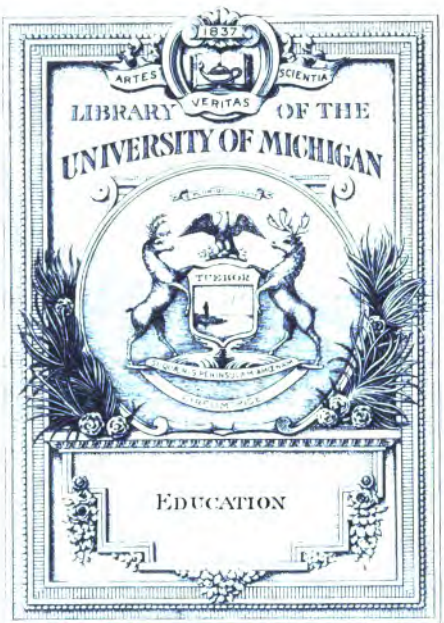
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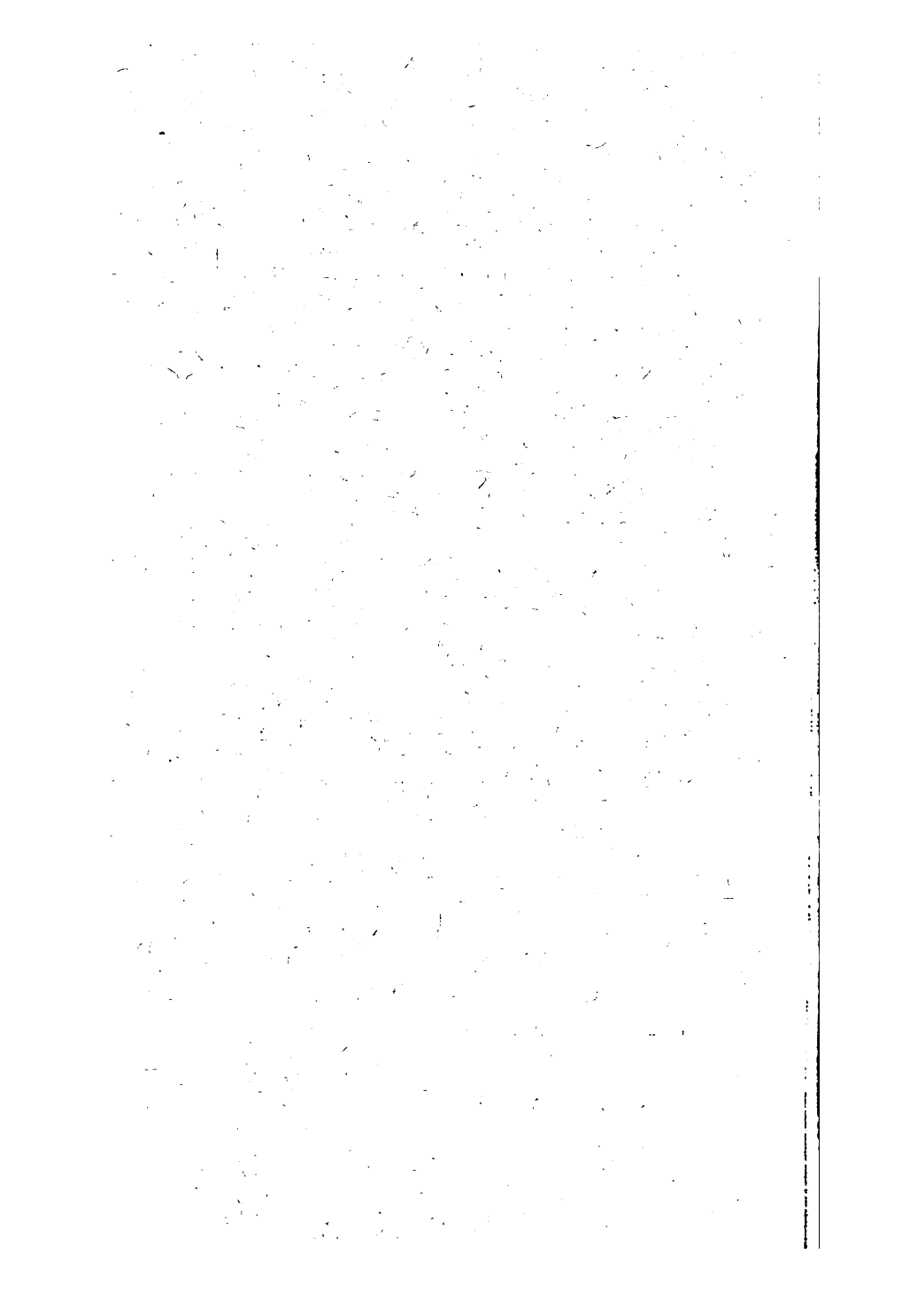

Measuring Textbooks

By

FRANK E. SPAULDING

A Measure for
Primary Method Readers

A Measure for
Basal Literary Readers

A Measure for
Language Books

A Measure for
Spelling Books

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MEASURING TEXTBOOKS

THE skilled workman chooses his tools with discrimination. In making his choice, he has in mind three things: the results to be accomplished through the use of the tool, the characteristics of the material on which the tool is to be used, and his own peculiar requirements as the user of the tool. And he selects the tool that best combines the qualities demanded by these three considerations. So the carpenter selects his saw, the woodchopper his ax, the blacksmith his hammer, even the ditch-digger his shovel and the bootblack his brush.

Textbooks are tools. To be serviceable, they must be adapted, like other tools, to the three considerations: the end to be accomplished by their use, the material in connection with which they are to be used, and the needs of the user. These three considerations are represented respectively by the objectives sought in the given subject, the pupils who are to be made to realize or to embody these objectives, and the teacher and her pupils who are to use the given text as a means of attaining the desired objectives. In addition, due consideration must be given to the essential characteristics of the book it-

self, as a material thing,—the quality of paper, binding, type, and general appearance.

In any given subject, that textbook is best which best combines the characteristics demanded by all of these four considerations.

Working out Measures for Textbooks as Tools

The discriminating choice of a textbook, however, is a far more difficult matter than is the choice of a saw or a hammer. The characteristics demanded are numerous, interrelated, involved, and not altogether obvious. Hence, the value of a clear-cut analysis of the chief characteristics which adapt a text to the four-fold requirements.

Of the considerations out of which arise the four types of demands that textbooks should meet, two are common to all types of books; these are the characteristics and needs of teachers and of pupils who are to use the books. The objectives that each type of book must serve are, of course, peculiar to each subject. The book itself, as a material thing, is determined in considerable measure, but not wholly, by the nature of its subject.

Herewith are presented measures for Primary Method Readers, Basal Literary Readers, Language Books, and Spelling Books. These measures have been found serviceable in comparing and rating different texts of each given type. It is hoped that they may be found widely useful, not only as a definite means of measuring and comparing texts, but as a

guide to makers of texts and to teachers of the subjects involved. Each measure has been worked out, step by step, in the light of the four-fold demands that every text should meet.

As an aid to the appreciation of the measures, it seems well to call attention here to a few of the outstanding characteristics and needs of teachers and pupils, for whose use most texts of the types under consideration are designed. The mechanical characteristics of the several types of books, as books, are made sufficiently clear by this phase of the measures themselves.

The special objectives that each type of text must serve are briefly outlined immediately preceding the measure for that type of text. In each case, these objectives, as here given, are in accord with the current requirements of the best courses of study, city and state. They are also in harmony with the ideas of recognized authorities on the function of each subject under consideration.

Teachers' Widely Varying Characteristics and Needs That Textbooks Must Serve

As schools are organized and conducted, teachers of widely varying abilities must work together at the same task, teaching the same pupils, either at the same time, or more often in rapid succession. Hence it results that a pupil completing the elementary grades in a city school system has been under the instruction of eight to sixteen or even more different teachers. Pupils in rural schools, on account of fre-

quent changes in teachers, are likely to have quite as many different ones. Hence, it is the lot of nearly every child to be taught each subject of the curriculum by many and frequently changing teachers.

Some of these many teachers are experienced, skillful, resourceful, of broad education and thorough professional training; some are inexperienced, unskillful, lacking in resourcefulness, with at best only the forms of adequate education and professional training; and others are found in various conditions between these extremes.

Pupils' Widely Varying Characteristics and Needs That Textbooks Must Serve

As schools are almost universally organized and conducted, the abilities, interests, and important characteristics of children that are brought together in the same class are wont to present significant differences even more extreme and varied than those presented by the different teachers under whose instruction they will pass.

In addition to wide differences of native ability, there are equally wide differences of mental furnishings due to differences of experience, and of the command of language which is fundamental to all school work. The minds of some are richly furnished, out of a wealth of varied experience; while the minds of much larger numbers are meagerly furnished, out of a poverty of experience.

Some children enter school with a good command of language; but the majority of city children suffer

at the outset from varying degrees of language handicaps, many having before them the whole task of learning the language in which the school work is conducted.

These statements give but a hint of the widely varying capacities, characteristics, and handicaps of the pupils to be found in nearly every school building and grouped in the same classes, to receive instruction together under the same teacher, for a brief time, and with the same textbooks. Anyone familiar with school conditions can add almost without limit to the variety of children's capacities, handicaps, and needs.

The Necessary Adaptability of Textbooks as Tools

Partly on account of these conditions respecting the organization of schools and the widely varying characteristics of teachers and pupils, and for other cogent reasons also, it is generally found best in practice to have all teachers of the same subject, at least all engaged at the same stage or on the same part of that subject, use the same basal textbook or series of textbooks. Hence, the textbook that is to be most useful as a practical tool must be adapted not only to the production of the chief objectives of the subject, but also adaptable to the widely varying needs of teachers and pupils of widely varying abilities and experience.

Four Parts in Each Measure

For the sake of simplicity and clearness, each measure consists of four parts, each part corresponding to one of the four types of demands that every text must meet. An examination of the four groups of items in each measure at once reveals the fact that many of these items belong partly in groups other than the one in which they are placed. Rather than to repeat such items, however, it seems better to give them their full value in the group in which they chiefly belong. In a few cases, in which the same items appear to be repeated in one or more groups, careful analysis will make clear that distinctly different aspects of the items are presented in the different groups.

Validity of These Measures

As the several items of each measure are of varying importance, numerical values attached to each serve to indicate their relative importance. And as each attached value is assumed to represent complete adequacy in that particular item, we have at hand standards for the numerical rating, item by item, of any given text. For convenience, a total valuation of one thousand is fixed for each measure.

There are two pertinent questions that may be raised concerning these measures. First, are the items represented adequate? Obviously, in each case the number of items might be increased by analysis, almost without limit, or the number might be somewhat reduced by consolidation; also the state-

ment of items might be varied. As they are here presented, they are submitted on their merits. They are thought to be clear and definite; sufficiently detailed; comprehensive, either by direct statement or by implication, of all essentials; and each one distinctive. In the course of its construction, each measure has been subjected to the independent, critical study of a considerable number of thoroughly competent teachers, supervisors, and superintendents of the subject concerned, in widely separated states.

In the form in which these measures are here presented, they represent the resultant of these numerous and varied critical studies. This does not mean that everyone who has taken part in these studies endorses the measures in every particular. It may, however, be stated conservatively, that in general plan and in all essentials, these measures meet the approval of all the competent judges who have studied them critically, judges who are expert in all the principal activities directly concerned with instruction in the several subjects.

Of course it does not follow from this that every competent judge who may find these measures worthy of attention will agree even with the essentials. Anyone, however, who notes the complete omission from a measure of items that seem to him important, or who would prefer to combine certain items or to break up certain ones into two or more, can make, in the proper places, such additions or changes as his judgment approves, and still preserve the measure as a serviceable instrument.

The second pertinent question that may be raised concerns the numerical values attached to each of the items. Is each value just what it should be? It will be readily understood that each value, though expressed in exact mathematical terms, is really relative. Starting with the arbitrarily fixed total of 1000 points for the entire measure, to each item is assigned that portion of the entire number of points that the importance of that item, in comparison with each and all others, seems to merit.

The determination of these numerical values, as here presented, rests on a consensus of the competent, studied judgments of the several teachers, supervisors, and superintendents, who have made a critical study of the matter.

As in the case of the items themselves, so here it is entirely practicable for anyone who disagrees with details as here presented, to make changes without affecting the serviceability of the measure, as such. It is to be noted, however, that a change in any one value must be accompanied by a change in one or more other values, for the total valuation of the measure must be kept at 1000; unless, indeed, it should be decided to change to another scale, say 100. But in this case, all values would have to be changed.

While changes in the details of the measures, both in the items and their valuations, are practicable, as pointed out above, it is suggested that such changes be made only after the most searching analysis and the most critical comparative study, analysis and

study comparable to that on which these details and the complete measures as here presented, are based. In this connection, it should also be observed that only very radical changes in details could materially affect the total score of any book to which the appropriate measure might be applied.

At this point a word regarding the characteristics of the items composing the measures seems pertinent. Each item is general; the principle or idea involved in each is generally, if not universally, recognized as pertinent and important. In application, that principle or idea is usually capable of various concrete forms. The necessity of admitting to the measures only such general items, involving universal principles or ideas, and of excluding their specific applications, no matter how effective these may be, will be revealed on a little analysis and reflection.

The following typical items, taken at random from the measures, will serve to make clear these points. In the Measure for Primary Method Readers, third part, *Adaptation to Teachers' Use,* item 3 (p. 24) is as follows: *Provision of suitable material for a variety of purposeful and effective seat-activities and exercises for individual pupils.* Everyone recognizes the importance of such material, but no one type or form is indispensable; there are many forms of varying degrees of usefulness. In the Measure for Language Books, first part, *Serving Language Objectives,* item 4 (p. 31) is as follows: *Enriching the vocabulary and teaching its discriminating use in conjunction with the enrichment of*

thought. The importance of enriching the pupils' vocabulary is universally recognized; the specific ways, however, in which this may be done are many. In the Measure for Spelling Books, second part, *Adaptation to Pupils' Use,* item 1 (p. 39) is as follows: *Arrangement and length of lessons calculated to promote intelligent study.* The importance of the idea involved in this item, all admit; the specific plans of realizing it are numerous.

The items composing the measures are further characterized, negatively, by the absence of certain terms of contemporary but temporary vogue, made more or less technical by peculiar usage. Such terms are "motivation," "socialized recitation," "problem method," and "project method." All sound basal principles and ideas involved in these terms are adequately represented in the measures. The terms themselves are excluded for several reasons. In any comprehensive conception, each term is composed of several elements, each of which must be entered in the measures as a separate item. There are the widest divergences of understanding, misunderstanding, and lack of understanding of these currently popular catchwords. A book that successfully embodies none of the ideas or principles involved in any adequate understanding of any of these terms may bristle with the terms themselves on every page, and be loudly heralded as their only true and complete exemplification. On the other hand, there are books that throughout employ most effectively the sound principles and ideas involved in all these terms, yet the terms themselves are lacking.

MEASURES FOR BASAL READING BOOKS

FOR the adequate measurement of a complete series of Readers, designed for basal use throughout the elementary grades, two measures are necessary. One of these must be applicable to the lower books, of which the dominant purpose should be teaching how to read, which involves especially the mastery of the mechanics of reading; the other must be applicable to the higher books, in which the purpose of teaching how to read gives way rapidly to the application of reading abilities to the higher ends that these abilities may be made to serve.

These two measures must have much in common, just as the several books in a well graded series have much in common. But the dominant purposes which the lower books, as a whole, must serve, in comparison with the purposes which the higher books, as a whole, must serve, and the conditions under which each group of books must be made to serve its distinctive purposes, differ so much that a measure applicable to one of the two groups of books must differ in many important respects from a measure equally applicable to the other group.

The chief objectives, however, which the teaching of reading in the schools must serve, are best stated together; for each group of books, the lower method books and the higher literary books, must

serve all these objectives, but each group in a manner and to a degree appropriate to the conditions under which it is used. So each measure, applicable to its group of books, must be constructed in the light of all the chief objectives which the whole subject of reading in the schools must serve.

CHIEF OBJECTIVES IN THE TEACHING OF READING

The chief objectives which the teaching of reading in our public schools should serve are three in number: (1) The development of reading abilities; (2) the development of appreciation and taste in reading; (3) the enrichment of the mental life and the molding of the character of pupils.

1. The Development of Reading Abilities

There are several reading abilities of varying degrees of importance, all of which should be the objects of instruction. The most elementary of these abilities, and the one absolutely essential, is that of getting thought independently from the printed or written page. This involves a mastery of the mechanics of reading. One possessed of this elementary ability is considered to know how to read.

The capacity, however, to read intelligently and effectively, demands other abilities, or, perhaps it would be more accurate to say several modifications and applications of this one fundamental ability. Most prominent and distinctive among reading abilities, in fact together including them all, are the

"oral" and "silent" reading abilities, each with its special applications.

In school practice, the tendency has long been to devote relatively too much attention to oral, and far too little to silent reading. This ill-balanced practical tendency has provoked from some critical, theoretical students of reading, a reaction which is no less extreme and ill-balanced in its demands and tendencies. This reaction tends not only to belittle the real importance of oral reading as an adult activity, but even to disparage such instruction in intelligent oral reading as is absolutely essential to the effective development of silent reading abilities, the value of which the reaction magnifies to the extreme.

The truth is that each type of reading, oral and silent, has its appropriate place and application, and pupils must be taught to use each with discrimination.

Silent reading finds its chief application in reading for information, oral reading, in reading for inspiration. In the interest of rapidity, especially demanded in reading for information, silent reading must eliminate not merely audible sounds, but so far as possible, even the incipient vocal movements and the motor and auditory images associated with the audible sounds of oral reading. These restrict the progress of the reader.

The importance of silent reading which establishes direct association between the symbol and the idea, is made especially evident in connection with various purposes in reading which do not in-

volve complete reading, such as reading to get the principal thought or argument, to find the statement on a particular matter, even to find that no statement is made on a particular point that the reader has in mind.

Oral reading, on the other hand, finds its proper application, not merely, nor for most people chiefly, in reading aloud to hearers, but in reading for the inspiration of the reader—that is, in reading the literature of inspiration as distinguished from the literature of information. In reading for inspiration, deliberation is as important as rapidity is in reading for information. Inspiration, which involves appreciation, requires time for reflection, and especially for the development of feelings, emotions, and resolutions.

Oral reading is adapted to literature proper, which is valued not for the information, but for the inspiration, the ideals and emotional effects that it conveys. Much literature, especially poetry, depends for its full effect, on being read aloud, that is, on oral reading. But oral reading is not necessarily reading aloud; the reader may read orally to himself, and so for himself approximate the effects of reading aloud.

It is one of the large objectives of instruction in reading throughout the elementary grades, not only to develop in pupils these several reading abilities, but to give practice in using these abilities until habits are formed of applying them intelligently, with discrimination and facility.

2. *The Development of Appreciation and Taste in Reading*

Even more important than the several reading abilities is the appreciation of the content of reading matter and the taste, the desire, the hunger for good reading. This desire and hunger must reach out not only for worth-while information, but especially for the inspiration of such noble thoughts and ideals, as may be secured by reading.

To stimulate and educate this desire and hunger for good reading, and to provide for its intelligent satisfaction until it becomes a habit, is the second great objective of school instruction in reading.

3. *The Enrichment of the Mental Life and the Molding of the Character of Pupils*

In the achievement of the first two objectives of reading instruction, this third objective should, indeed must, be achieved in some measure. But this objective, as an end in itself, is quite as important as either of the others.

Reading and experience are the two great sources of ideas and ideals with which the school seeks to equip its pupils. Suitable reading gives meaning and value to experience; it not only stores the mind with ideas, but disciplines the mental powers in acquiring and using ideas; especially is good reading the source of inspiring ideals of right conduct.

The third great objective of reading instruction is to realize in pupils, so far as may be, even during their school days, this ultimate purpose of read-

ing abilities and discriminating reading taste; to make to live again in their thoughts, emotions, and resolutions, some of the priceless ideal treasures of the ages.

THE CONTENTS AND CHARACTER OF SCHOOL READERS

In the light of the three great reading objectives, as already outlined, School Readers can provide, and should attempt to provide, only a small part of the reading material necessary for the realization of these objectives. Were it possible, it would be quite impractical to limit instruction in reading to Reading Books. Reading must not be made an isolated subject in the curriculum; it is a phase, and a fundamental phase, of practically every subject.

This is not to say that reading is to be taught only incidentally; but rather that abundant reading material, appropriate to the various subjects of instruction, is available outside of School Readers.

What, then, should be the character of the contents of basal School Readers? This question must be answered separately for the two groups of Readers, the one suitable for the lower grades, usually three, the other for the upper grades.

The first group, usually a Primer and two or three graded books following, should contain material best adapted in character and arrangement to the easy and rapid acquisition by the pupil of the most fundamental reading ability; that is, the ability

to get thought from the printed page. This material should lend itself especially to the rapid and ready mastery of the mechanics of reading; for the immediate and dominant purpose of these first basal books—really "method" books, whether so called or not—is to furnish the pupil with an effective key to the treasure-houses of many books of many kinds.

This dominant purpose of the group of lower books does not prescribe a content of mechanical character, limited in range, and lacking literary value; on the contrary, the higher the literary value of the content, so long as it is fully suited to the quick mastery of the underlying mechanism of reading, the better. This content should also be adapted to the wide range of interests and abilities almost sure to be found in any class group of children.

Moreover, the dominant purpose in the reading instruction of the first two or three grades is not the only purpose; here must be made substantial beginnings in the realization of the whole range of chief objectives in teaching reading.

To achieve these results to a satisfactory degree, much reading material must be used, even in the lower grades, that can find no place in basal readers. Such material must be found chiefly in supplementary readers. Hence, the content of basal method readers should be selected in the full understanding of the fact that, whatever they contain, much additional material must be supplied by other books.

The content of the higher books should be almost, if not wholly, of the highest literary character consistent with the capacities and interests of pupils. These books should be made up predominantly of the literature of inspiration; in them there is no room for the literature of mere information. And were there room, such literature would be out of place.

The literature of information is found in abundance and wide variety in connection with such studies as geography, history, civics, hygiene, science, and mathematics. The regular textbooks in these subjects, as well as the books and reading matter in various forms with which the texts must be supplemented — reference books, magazine articles, encyclopedias, and dictionaries—are composed almost exclusively of the literature of information.

It is through the literature of information chiefly that the various forms of silent reading abilities, included in the first great reading objective, are best and most fully developed. And in school the development of these abilities is carried on most naturally and effectively in connection with the study of the information subjects of the curriculum, where the exercise of such abilities is required.

The School Readers, it should be noted, are the only texts in most elementary schools in which the literature of inspiration can find an appropriate place; hence, the limited space of these books should be jealously reserved for this type of literature; for only through the literature of inspiration is it pos-

sible to realize adequately two of the three great reading objectives. These two objectives call for the development of appreciation and taste in reading and for the enrichment of the mental life and the molding of the character of pupils.

School Readers must furnish the material for the development of oral reading ability required in reading the literature of inspiration. While silent reading abilities can and should be developed to some extent in connection with the literature of inspiration, to use such literature as the chief means of developing these abilities is a pedagogical crime, comparable with the crime of grammatical vivisection and analysis to which some of the greatest classic masterpieces have frequently been sacrificed.

A MEASURE FOR PRIMARY METHOD READERS

I. Serving Reading Objectives - - - 275

1. Adequate, simple, and effective plan for the teaching of phonics - - 45
2. Subject matter in itself: quality; variety and strength of appeal to children's interest; and adaptation to rapid acquirement of ability to read independently - - - - - 45
3. Progressive continuity of fundamental plan and method, from book to book - - - - - - - 30

4. Suitable gradation of content and vocabulary, throughout the series of books, to pupils' growing capacities and interests - - - - - - 25

5. Vocabulary: range of adaptation to widely differing groups; adequate provision for intelligent mastery, even by non-English speaking pupils, through varied activities, pictures, etc. 25

6. Adequate provision for beginning the development of the important types of reading abilities, both "silent" and "oral" - - - - - - - 25

7. Purposive concentration of all devices and exercises toward the accomplishment of permanently valuable ends - - - - - - - 25

8. Effective plan for the intelligent mastery of "sight words" - - - 20

9. Suitable illustrations making definite contribution to the content - - 20

10. Correlation with language study, especially oral - - - - - - 15

II. Adaptation to Pupils' Use - - - 300

1. Establishing right reading habits and preventing bad habits, by subordinating from the beginning mechanics to meaning - - - - - - 50

2. Provision for purposeful reading, making the pupil conscious from the beginning of his growing reading power and stimulating the independent use of that power - - - 50

3. Abundant and varied purposeful exercises calling for independent, intelligent activity, and developing the imagination, resourcefulness, and initiative of individual pupils - - 30

4. Provision for objectifying vocabulary and ideas through simple actions, games, dramatizing, illustrations, etc. 25

5. Provisions for development of coöperation and team-work through a variety of group activities, dramatizing, games, etc. - - - - - 25

6. Provision of word-keys, through rhymes, phonics, or otherwise, to enable the pupil to help himself from the beginning - - - - - 25

7. Enlisting the active and intelligent interest of pupils, to acquire and apply the mechanics of reading - - 25

8. Effective utilization and enrichment of pupils' experience - - - 25

9. Provision of interesting, purposeful seat-activities, for use by the individual pupil - - - - - 25

10. Provision for individual differences in ability and interests of children - 20

III. Adaptation to Teachers' Use - - 275

1. Definite, detailed, and reasoned directions, to aid the inexperienced and untrained teacher - - - 50
2. Provision of essential, practical materials and devices for class use, such as reading and phonic charts, word, phrase, and phonic cards, etc. - - 30
3. Provision of suitable material for a variety of purposeful and effective seat-activities and exercises for individual pupils - - - - - 30
4. Suggestions and directions stimulative of the thought and originality of expert, experienced teachers - - 30
5. Abundant suggestions of purposeful materials, stories, plays, games, plans, devices, and exercises for giving continued interest and effectiveness to pupils' activities - - - - 25
6. Definite provisions for adequate and interesting preparation of pupils—through stories, dramatizing, games, picture studies, drills, etc.—for every reading exercise - - - - 25

7. Provisions for the continuous testing of pupils' reading ability through actual and natural demonstration - 25
8. Speech training through definite provisions for the development of clear enunciation and variety of suitable expression - - - - - - 20
9. Suitable provision for teacher to take definite and stimulating part in pupils' oral reading, to set standards of expression, avoiding mere imitation 20
10. Directions and suggestions for the effective use of supplementary reading material - - - - - - - 20

IV. The Books Themselves - - - - 150

1. General appearance, external and internal: artistic, attractive, interesting, appealing - - - - - - 40
2. Mechanical durability and suitability: quality and finish of paper; material and quality of binding; size and weight - - - - - - - 35
3. Page arrangement: margins; spacing; length of line - - - - - - 25
4. Suitability of type forms: size, clearness, appearance - - - - - 25
5. Quality and artistic values of illustrations; proportion of space devoted to them - - - - - - - 25

A MEASURE FOR BASAL LITERARY READERS FOR INTERMEDIATE AND HIGHER GRADES

I. Serving Reading Objectives	**400**
1. Permanent literary value of material	100
2. Embodiment of American ideals of civic and national service	50
3. Inspiring ideals of personal virtues: honesty and honor, service, sacrifice, heroism	50
4. Suitably graded and adapted to interests and understanding of pupils	50
5. Adequacy of selections, whether entire or complete units; variety in length, making them adaptable to varying conditions of use	50
6. Covering desirable range of American and English literature	20
7. Provision of abundant and varied material suitable for memorizing	20
8. Diversity and range in incident, place, and time	20
9. Cultivating appreciation of the beautiful in nature and art	20
10. Appropriateness and value of illustrations	20

II. Adaptation to Pupils' Use - - -	**300**
1. Cultivating appreciation of high ideals of right thought and action -	40
2. Stimulating resolution for the realization of noble ideals - - -	40
3. Encouraging and directing the several reading abilities and habits appropriate to the character of selections	40
4. Encouraging outside reading of good literature - - - - - -	40
5. Enlarging pupils' vocabulary and forming intelligent dictionary habits	30
6. Stimulating and directing thought, leading to habits of intelligent study	30
7. Establishing right reading habits, preventing and eradicating bad habits, by keeping mechanics and meaning always in right relationship	25
8. Effective utilization and enrichment of pupils' experience - - -	20
9. Wholesome appeal to imagination -	20
10. Conducing to better modes of thought and expression; correlating with language study - - - - - -	15
III. Adaptation to Teachers' Use - -	**150**
1. Suggestions for the suitable introduction of selections, making correlations with pupils' experience and reading -	30

2. Suggestions and questions helping teacher to determine and to bring out the fundamental character and purpose of each selection - - - 30
3. Helpful suggestions and directions for making oral reading effective: for example, through intonation and emphasis and reading to an audience - - - - - - - 30
4. Suggestions for directing and testing pupils' silent reading abilities and habits - - - - - - - 30
5. Provision for the teacher's participation in a way to make exercises coöperative, social undertakings - - 30

IV. The Books Themselves - - - - 150

1. Mechanical durability and suitability: quality and finish of paper; material and quality of binding; size and weight - - - - - - 40
2. General appearance, external and internal: artistic, attractive, interesting, appealing - - - - - 35
3. Page arrangement: margins; spacing; length of line - - - - - 25
4. Suitability of type forms: size; clearness; appearance - - - - 25
5. Quality and artistic values of illustrations; proportion of space devoted to them - - - - - - - 25

A MEASURE FOR LANGUAGE BOOKS

The chief objectives of language teaching are four, as follows:

1. ***The Development of the Ability to Think Purposefully and Rightly***

This objective involves and includes the ability to gather the raw materials of thought; to deal with these materials confidently; to think independently, originally, naturally, and habitually; to think connectedly; to think practically, to worthy ends. It involves and includes the development and discipline of feeling and resolution, integral parts of all practical thinking; the development and acceptance of sound principles and worthy ideals of thought and conduct.

2. ***The Development of the Ability to Give to Right and Purposeful Thinking Effective Expression in Language, both Oral and Written***

This objective involves and includes the command of a constantly growing vocabulary, and the development of accuracy, discrimination, and facility in the use of that vocabulary.

It involves the development of a practical knowledge of the grammatical structure of language, of

correct language forms, and of the significance of such structure and forms as a means of thought expression. It involves the formation of habits of correct usage.

It involves the development of originality, naturalness, independence, confidence, and pleasure in the use of language, oral and written, as a means of expressing thought, not for the satisfaction of the thinker, but for the purpose of informing or moving to action the hearer or reader.

3. ***The Development of Understanding and Appreciation of Worthy Thought and of Its Effective Expression in Language***

This objective is important, not only in itself, but as a means of attaining the first two objectives.

4. ***Giving Ready Command of the Approved Forms Employed in the Most Frequently Used Types of Written Language***

In most frequent use among these forms are letters of various kinds.

I. Serving Language Objectives - - -	**300**
1. Provision and effective utilization of varied and suitable thought material from good literature - - -	30
2. Utilizing, enriching, and making significant pupils' experience - - -	30
3. Enlisting the independent, original thought activities of the pupil - -	30

4. Enriching the vocabulary and teaching the discriminating use of words in conjunction with the enrichment of thought - - - - - - - 30

5. Adequate provision of oral exercises effectively related to written exercises 30

6. Effective use of the best types of expression, in prose and verse, as models for intelligent imitation - - 30

7. Effective provisions for the elimination of habitual errors through intelligent, repeated use of correct forms and conventions until these are fixed in habit - - - - - - - 30

8. Effective sequence, progressiveness, and connection in presentation of topics - - - - - - - 30

9. Special practical applications of language to different forms of speech and writing—narration, description, etc., including especially various types of letters - - - - - 20

10. Significant and effective presentation of correct language forms, marks, and conventions as these are needed for actual use - - - - 20

11. Inculcating moral ideals and stimulating moral resolution - - - 20

12. Adequate and practically significant presentation of grammatical structure and nomenclature - - -	*
II. Adaptation to Pupils' Use - - -	**320**
1. Effective appeal to a wide variety of interests and abilities of pupils - -	50
2. Making the discriminating expression of thought, in oral and written language, natural, easy, and pleasurable	50
3. Lessons presented in form and language adapted to pupils' understanding and interest - - - - -	50
4. Provision of means and incentives for pupils independently to test and improve the quality of their achievements - - - - - - -	30
5. Definite presentation of interesting situations, challenging expression -	25
6. The use of varied and interesting forms of activity calling for natural, original expression and initiative, such as dramatizing, play writing, dialogues, and picture interpretation -	25

*In rating books designed for use in certain grades only item 12 should be given valuations as follows: in grades three and four, 0; in grades five and six, 30; in grades seven and eight, 90. When the valuation of item 12 is 0, the valuation of the eleven other items remain as given above. When item 12 is valued at 30, each of the other valuations, as above given is to be reduced by 10 per cent. When item 12 is valued at 90 each of the other items, as above given, is to be reduced by 3 per cent.

7. Challenging pupils to express their thoughts for the practical purpose of informing or influencing the hearer or reader - - - - - - 25

8. Cultivating each pupil's individuality of thought and expression - - 25

9. Stimulating and instructing the imagination - - - - - - 20

10. Training the pupil intelligently to direct and control his powers of observation and judgment - - - 20

III. Adaptation to Teachers' Use - - 230

1. Sufficiently complete and definite, yet reasoned directions, to serve the inexperienced and untrained teacher - 50

2. Suggestive, educative, stimulative of originality for the most expert, experienced teacher - - - - - 35

3. Immediate, definite, and clear purpose to be served by every exercise, relieving the teacher of the burden of using or rejecting useless or merely routine exercises - - - - - 30

4. Provision or definite suggestion of a variety of original plans, devices, and games which teachers can use as effective means of instruction - - 25

5. Definite and helpful suggestions concerning the provision by the teacher of abundant additional material and exercises where such may be required 2

6. Establishment of conditions and atmosphere of reality, freedom, individuality, and coöperation among pupils under the teacher's leadership 2

7. Effective use of questions as a means of arousing and directing thought - 2

8. Provision for effective correlation of language study with other studies - 2

IV. The Books Themselves - - - - 15

1. Mechanical durability and suitability: quality and finish of paper; material and quality of binding; size and weight - - - - - - 4

2. Page arrangement: margins; spacing; distinctions of subjects, topics, and sub-topics - - - - - - 3

3. Suitability of type forms: size, clearness, appearance - - - - - 3

4. General appearance, external and internal: artistic, attractive, interesting, appealing - - - - - - 3

5. Illustrations: practical and artistic values; amount of space devoted to them - - - - - - - 2

A MEASURE FOR SPELLING BOOKS

IN the teaching of spelling there are five objectives sufficiently important and distinct to warrant their separate formulation. They are stated below in the order of their importance. The first two are distinctly major objectives; the last two are minor; the third may be called intermediate. All are so interrelated that the adequate and economic attainment of any one necessarily involves the attainment in some degree of all others. The major objectives should, of course, dominate. The minor objectives, so far as spelling is concerned, are justified chiefly by their contribution to the realization of the major objectives. The intermediate objective is a necessary support of the major objectives and an inevitable and highly valuable result of the attainment of all the other objectives.

1. *The Development of the Habit of Spelling Correctly in Writing That Group of Words in Most Common Use*

Based on the most important studies of this subject*, the maximum number of words in the group that should be reduced to a written spelling habit

*Such as those of Ayres, Jones, Cook and O'Shea, and Thorndike.

may be fairly placed at about 5,000, not including additional words peculiar to the needs and usage of the individual. The relative importance of this habit, as applied to any given word or group of words, may be held to vary directly with the relative frequency of use of the given word or group of words.

The mere ability to spell words correctly orally, or even in writing when special attention is directed to the spelling, does not fulfil this first objective, the habit of writing a certain group of words correctly. Oral spelling ability and the conscious application of this ability to writing, contribute largely to the desired habit, indeed usually mark a stage in the acquirement of that habit and serve as a constant support to it. In this connection, oral spelling ability is decidedly important; indeed for most people it is probably quite indispensable. Oral spelling ability is not less important in its relation to the second objective; in fact, this ability is probably an inseparable part of that objective.

2. *The Development of Spelling Intelligence*

This includes both spelling sense and spelling consciousness. It involves ready association and application of the sound values of letters and combinations of letters; the reliable and quickly responsive sense of certainty and uncertainty as to spellings; and it should be closely associated with the intelligent dictionary habit.

3. *The Enlargement of the Pupil's Vocabulary*

This includes not only the acquisition of new words and possibly of new ideas; it includes also and especially the clearer discrimination of meanings of words, and hence the more accurate use of words, already in the vocabulary.

Many even of the limited group of words that the study of spelling in the elementary school should reduce to a written habit, have to be acquired by most pupils while they are going through the school. The study of spelling should be made to help in this acquisition. Indeed, it is impossible to teach spelling intelligently and effectively without aiming directly at an enlarged and better controlled vocabulary for the pupil.

4. *Development of Habits of Clear and Distinct Enunciation and Pronunciation*

Few children acquire these habits without some definite instruction and conscious effort. While the spelling exercise should not bear the burden of all such instruction and effort, it should bear a considerable part; should welcome it, indeed, for clear enunciation and pronunciation are almost, if not quite, an indispensable basis of spelling intelligence and correct spelling habits.

5. *The Development of an Intelligent Dictionary Habit*

This means not merely the ability to use the dictionary intelligently, but also the habit of using it

when needed. It does not mean the mechanical, slavish habit of thoughtless reference to the dictionary, such as students of foreign languages frequently develop toward the use of the lexicon.

As in the case of the habits of enunciation and pronunciation, the intelligent teaching of spelling must necessarily contribute to the formation of an intelligent dictionary habit.

I. Serving Spelling Objectives - - - 400

1. Presenting a vocabulary conveniently arranged for concentrated study, which includes all words that should be reduced to a written spelling habit 100
2. Effective presentation of words in context of informational or literary value - - - - - - - 50
3. The provision of a sufficient list of suitable words, in addition to the minimum universally essential list, that may be used, in whole or in part, as may be found desirable - - 50
4. Adequate presentation of phonetic words for the development of sound-symbol association - - - - 50
5. Gradation of words on the basis of the pupil's needs for immediate use 40
6. Presentation of root-words, derivatives, prefixes and suffixes, in a way to enlarge the pupil's vocabulary - - 30

7. Effective aids to pronunciation, such as separation of syllables and phonetic groupings - - - - - 25
8. Suitable arrangement of spelling lists in columns or otherwise - - 25
9. Provision of a list of the most important and frequently used abbreviations - - - - - - - 15
10. Provision for intelligent use of the dictionary - - - - - - 15

II. Adaptation to Pupils' Use - - - 300

1. Arrangement and length of lessons calculated to promote intelligent study - - - - - - - 50
2. Economizing pupils' efforts by plan of presenting phonetic, root and derivative words, prefixes and suffixes 50
3. Enlistment of pupils' interest and intelligent effort - - - - - 50
4. Adequate provisions for the review of words - - - - - - 45
5. Gradation of words according to their difficulties for the pupil - 40
6. Helpful application of rules of spelling - - - - - - - 25
7. Specific directions and suggestions helpful to the pupil - - - 25
8. Effective presentation of homonyms or homophones - - - - 15

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